



From Students
to Specialists:

Navigating Blended Learning as
Post-Baccalaureates



1. Introductions

Who we are & Where we work



Melanie



Palak



Jose



Sylvia



Michelle



João

A person is sitting at a wooden table. On the table, there is a large black leather bag, a glass of water, a smartphone, and a tablet. The person's hands are visible, resting on the table. The background is a brick wall.

2. Reflections

Our Experiences



Melanie



Small-Scale

- © Documentation and troubleshooting
- © One-off workshops
- © iPads for classroom use

Large-Scale

- © Event coordination
- © Course support
- © Digital Competencies initiative





Palak

Short-Term Projects

- © Mass Media Course Consulting
- © Presentation Tools Workshop
- © Other one-time workshops
 - Google Earth
 - Google SketchUp

Ongoing Projects

- Microsoft HoloLens
- Student Internships
- Multimedia Devices
- Project Management Planning





Jose



대한민국
REPUBLIC OF KOREA



여권
PASSPORT



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REPUBLIC OF KOREA



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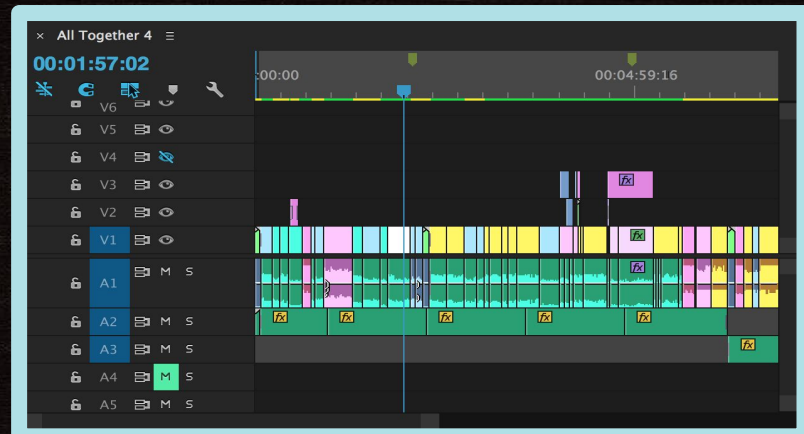
Course Overview Videos



CCL All Together 5....



Sen All Together (5t...

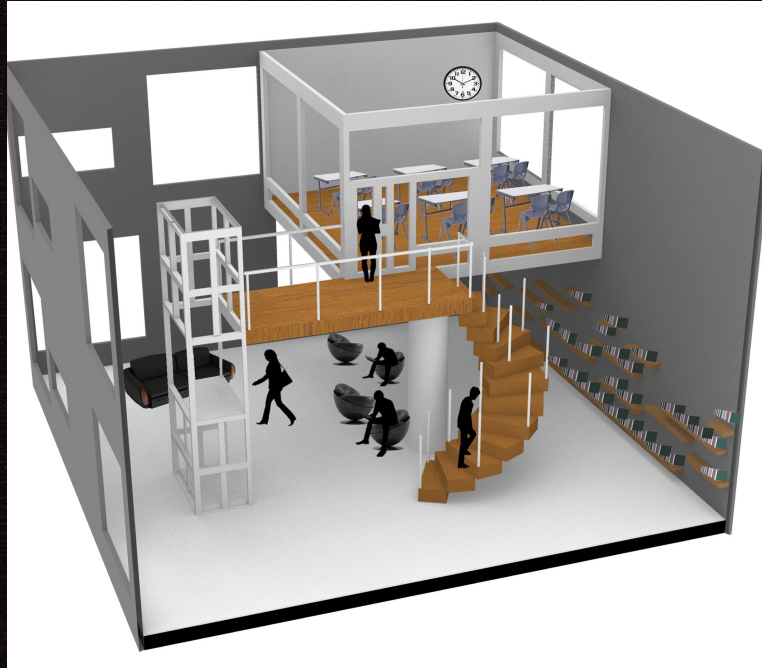






Sylvia

How did I Get Here?



[Click here to see the back of the map](#)

As an image, this colorful and artistic map of the Americas articulates important geographical information of the area. It includes specific information known to the mapmaker such as the environment of different regions—notice the trees drawn on the map to show the presence of large forests. Given its visual strengths, this map is more about the physical landscape, which is what a place is, rather than its social landscape, which is the way people live and interact with each other. Even so, some parts of the map speak to the human life in the Americas that existed when this map was made. This project is interested in highlighting the map's social landscape by focusing on the lived experiences of the "New World" that this map so beautifully represents. Keeping in mind that different social landscapes occur within the same region at any moment in time, the project peeks into the society of this time through two different "windows". This is to show how diverse the social issues in a region can be. Through one window, the project follows the story behind a flag on the map to look into Spanish activity in the Caribbean through a priest's activism. The second window questions a severed foot drawn on the map to discuss cannibalism in North-East Brazil that the Portuguese found baffling on encountering indigenous tribes practicing it. Since people tend to oversimplify the past the further away they are from it, this project hopes to encourage people to seek for more than what a map shows because maps are static, while human lives are dynamic.



THE MAPMAKER

Who made this map and how?

[READ MORE](#)



THE CARIBBEAN

The Spanish: Power, Cruelty and Activism

[READ MORE](#)



BRAZIL

The Portuguese: World Perceptions of Brazil in 1550 and Today

[READ MORE](#)

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Technology in Courses | Interest in Education & Technology

My Roles



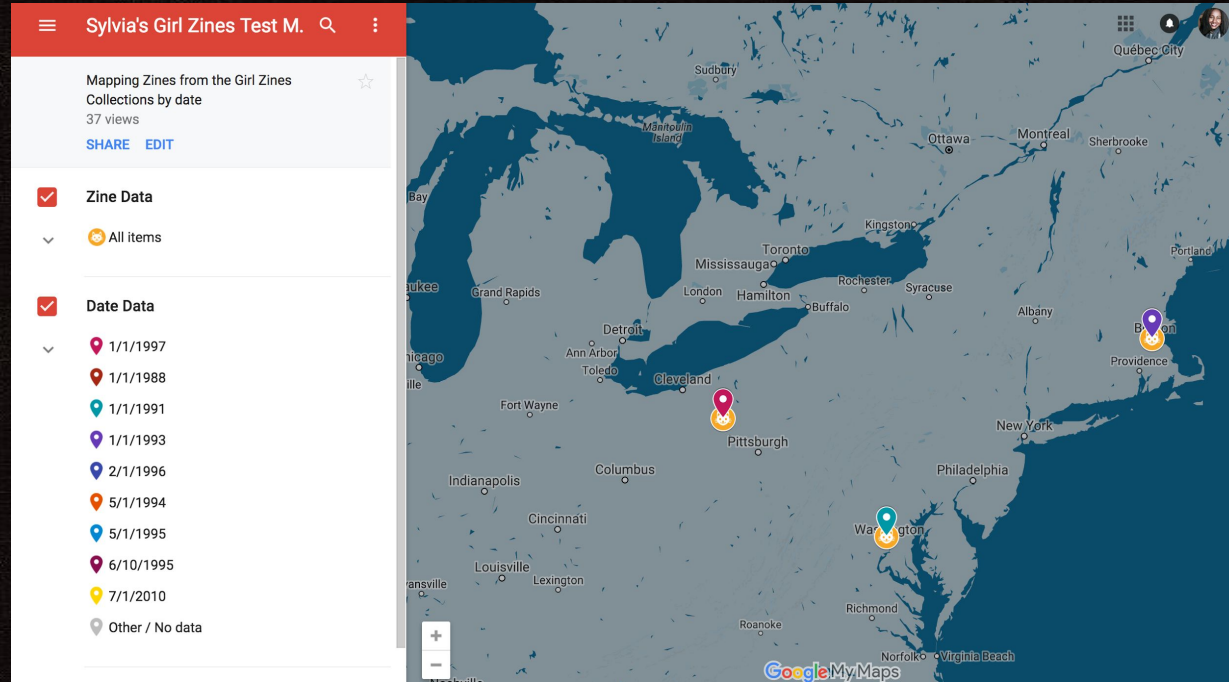
A diagram featuring three interlocking gears. The central gear is red and contains the text 'Course Support'. It is flanked by two smaller light blue gears. The left blue gear contains the text 'Operations' and the right blue gear contains the text 'Sustainability'. The background is a dark, textured surface with faint, overlapping paper-like shapes.

Course
Support

Operations

Sustainability

Course Support



Critical Social Inquiry: Mapping, Networking & Annotating

Course Support

UMassAmherst

Links ▾ Search UMass 🔍

Five Colleges Art History Digital Project Space
Art-Hist 397C "Modernizing Sculpture from Canova to Duchamp"

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SHAKESPEARE & HIS IMAGE IN 19TH CENTURY FRANCE

Sculpture during this period was forced to "develop within the confines of the new classicizing aesthetic" meaning that most sculpture at the time was presented as "variations on some well-known antique figures"(Potts 38-9). Therefore, many 19th-century sculptors and playwrights were faced with the question of how to modernize their works while still adhering to the strict expectations of what sculpture and plays, respectively, were supposed to do and how sculpture and plays were supposed to be structured. Charles Molin Haines muses in his book, *Shakespeare in France: criticism: Voltaire to Victor Hugo*, about the difficulties that French writers had to deal with leading up to the 19th century stating that, "young authors made their début as ardent devotees of the rules, and, when encouraged by success, emancipated themselves as far as their audiences would allow them from the strict canon" (Haines 111). However, through the rise of popularity in Shakespeare's plays in the early 19th century, French playwrights were able to find a new icon to inspire them in their works and were able to stage new productions of Shakespeare's plays freeing themselves to produce works that broke away from the strict rules which were imposed upon them. In the article *Shakespeare in Europe: Introduction, MIT Global Shakespeares*, Aneta Mancewicz comments on the influence Shakespeare had on French writers by affirming that the writers of the early 19th century "praised Shakespeare for his masterful poetry and characterization, drawing on his works in their critical and creative writings".



Roubiliac's Portrait Bust of William Shakespeare is a rather conventional presentation of Shakespeare and a traditional approach to crafting a bust.

Made with thinglink..
LEARN MORE

Louis-François Roubiliac Portrait Bust of William Shakespeare 18th Century

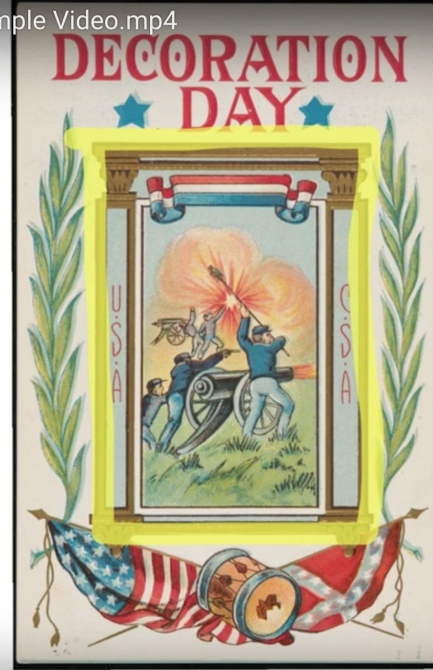
British Museum, London, England Terra-cotta

« first < previous 1 2 3 4 5 6 7 next > last »

Art History: Photogrammetry & Web Exhibit

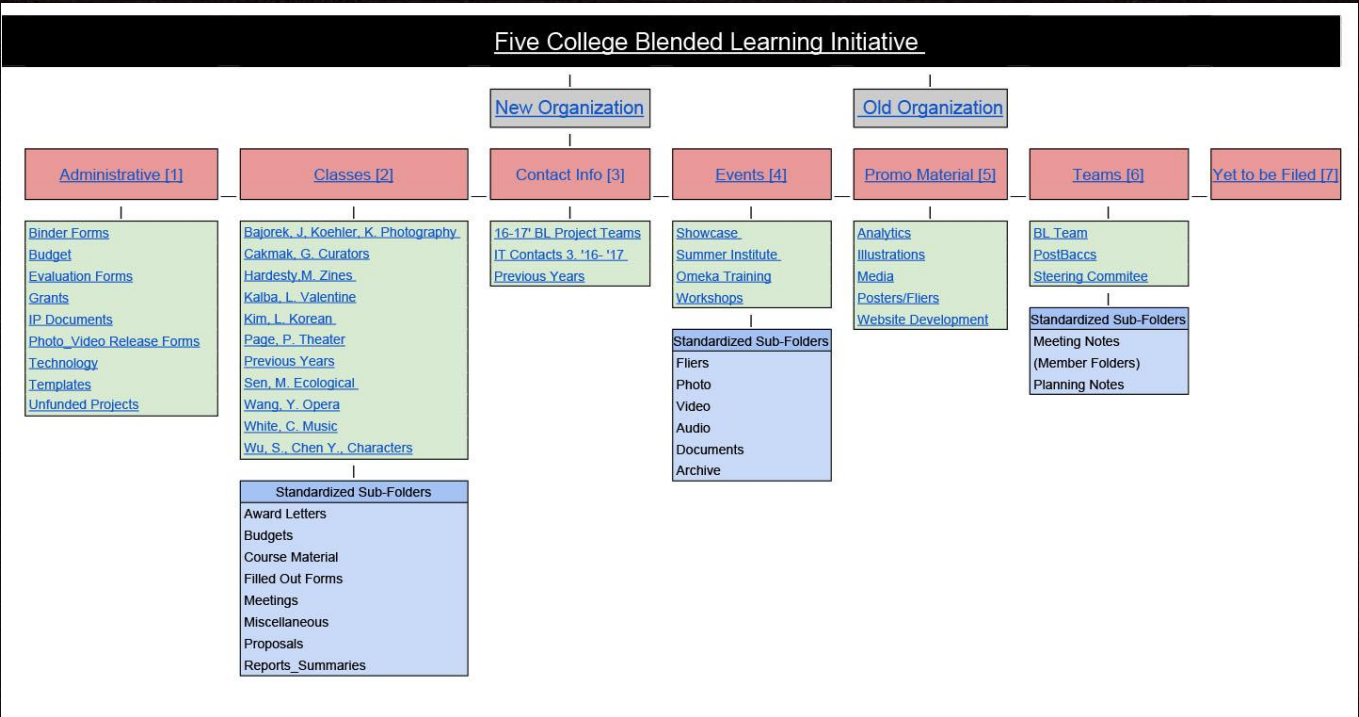
Course Support

Decoration Day Postcard Example Video.mp4



Art History: Explain Everything & Omeka

Operations



Administrative Duties & Planning Meetings

Sustainability

22

Blended Courses

TWELVE

Areas of Study



Art History

Classics

Education

English

European Studies

Language

Music

Oral History

Philosophy

Political Science

Psychology

Public Policy

Infographics, Website Templates & Video Production

What Have I Gained?



Learned over 16 Technologies | Problem Solving Skills



Michelle

Becoming a PostBac

What I Expected:



What I Actually Did:



Main Job Responsibilities

@ FCI (Five Colleges, Inc.)

- © Administrative
- © Creating promo materials
- © Group projects
- © Independent work

@ Five College Campuses

- © Learning new technologies
- © Assisting faculty members
- © Working as liaison between campus IT, staff, and FCI

Big Takeaways

What Did I **Learn?!**





João

Mellon Transforming Programs for Language Learning

Goal: To encourage more students to learn languages and at more advanced levels.

How: Courses with innovative pedagogies, cultural events, collaborative endeavors.



Testing Tech Tools



Screenshot of Minecraft project



Double Robotics - iPad-based telepresence robot

FCCSWL - The Language Center



- © Over 40 less-commonly taught languages offered
- © Classes for credit to all the campuses
- © International atmosphere

A person wearing a red and blue plaid shirt, dark pants, and sneakers is walking away from the camera on a wooden floor. They are carrying a brown leather messenger bag. The background is slightly blurred, showing a white wall and a wooden staircase.

thanks!

ANY
QUESTIONS?

What was your first job after college?

Chiropractor”

1 minutes ago

“Secret agent”

17 minutes ago

“GhostWriter”

5 minutes ago

“Meow”

8 minutes ago

“Janitor”

19 minutes ago

“Research Assistant”

8 minutes ago

Start the presentation to activate live content

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